

ID

ERIC #

Class

APA Citation Nettles, M. T., Catherine, C. M. Ready, D. D. (2003). Attacking the African American-White achievement gap on college admissions tests. Brookings Papers on Education Policy, 215-238. CHECK APA CITATION.

Year Published

Religio

High School Grades

Retention

Satisfaction

Academic Achievement

Involvement

SAT

Race

Gender

SES

First Author

Qualitative

Lit Review

Other

Quantitative

Blended

Summary

Results

SES is the largest contributing factor to the achievement gap for Blacks and Whites.

Methodology

What is Missing

Miscellaneous:

ID

ERIC #

Class

**APA Citation** Kim, M. M. (2002). Historically Black vs. White institutions: Academic development among Black students. The Review of Higher Education, 25 (4), 385-407.

**Year Published** 2002

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**First Author** Kim, Mikyong Minsun

- Qualitative**
- Quantitative**
- Lit Review**
- Blended**
- Other**

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

**Summary** Compares PWIs and HCBUs in terms of the academic development of students

**Results**

**Methodology**

**What is Missing**

**Miscellaneous:**

**ID** 28

**ERIC #** 0

**Class**

**APA Citation** Moffatt, G. K. (1993). The validity of the SAT as a predictor of grade point average for nontraditional college students. Clearwater Beach, FL: Annual Meeting of the Eastern Educational Research Association. (ERIC Document Reproduction Service No. ED 356252)

**Year Published** 1993

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**First Author** Moffatt, Gregory

- Qualitative**
- Quantitative**
- Lit Review**
- Blended**
- Other**

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

**Summary** Study looking at the effectiveness of the SAT predicting college student success for students of varying races and ages.

**Results** SAT is a valid predictor of academic success for students under age 30, but not a valid predictor of academic success for students over age 30. SAT not a valid predictor of success for Black students of any age.  
  
Race and age need to be considered when using SAT to predict success!

**Methodology** Participants: 570--309 men and 261 women--undergraduates at small, religiously accredited, southern church related college.  
  
Stats: correlation; multiple regression; stepwise

**What is Missing**

**Miscellaneous:**

**ID** 27

**ERIC #** 0

**Class**

**APA Citation** Waugh, G., Micceri, T., Takalkar, P. (1994). Using ethnicity, Sat/ACT scores, and high school GPA to predict retention and graduation rates. Orlando, FL: Florida Association for Institutional Research Conference. (ERIC Document Reproduction Service No. ED 453704)

**Year Published** 1994

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**First Author** Waugh, Gordon

- Qualitative**
- Quantitative**
- Lit Review**
- Blended**
- Other**

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

**Summary** Study looks at the relationship between first time in college freshmen with race, high school GPA, and SAT/ACT assessment scores.

**Results** SAT/ACT scores unrelated to re-enrollment/graduation rates.  
Re-enrollement/graduation rates positively related to high school GPA.  
Re-enrollment/graduation rates did not differ much between races when high school GPA was controlled for...for students with low GPAs, African American students re-enrolled/graduated at lower rates than other ethnic groups. Among students with high GPAs, African American students re-enrolled/graduated at higher rates than other ethnic groups.

**Methodology** Participants: 8, 573 First time in college students  
Stats: Point-Biserial correlations

**What is Missing**

**Miscellaneous:**

**ID** 26

**ERIC #**

**Class**

**APA Citation** Walpole, M., McDonough, P. M., Bauer, C. J., Gibson, C., Kanyi, K. T., Toliver, R. (2001). This test is unfair: African Americans and Latino high school students' perceptions of standardized college admission tests. New Orleans, LA: Annual Meeting of the American Educational Research Association. (ERIC Document Reproduction Service No. ED 466641)

**Year Published** 2001

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**First Author** Walpole, MaryBeth

- Qualitative**
- Quantitative**
- Lit Review**
- Blended**
- Other**

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

**Summary** Qualitative research study assessing African American and Latino students' perceptions of standardized tests... Four themes identified: information sources, preparation, students' test taking strategies, and students' beliefs and anxieties regarding the tests' fairness.

**Results** African American and Latino students are concerned about taking standardized tests (SAT I II) and scoring high enough to be admitted into their college of choice. Strategy: take preparation classes when they are free or of very low cost... money was a concern for many students. Students also took the test numerous times. Lack of information about the test and money to pay for tests and preparation is a barrier for these students.

**Methodology**

**What is Missing**

**Miscellaneous:**

**ID** 25

**ERIC #** 0

**Class**

**APA Citation** Pritchard, M. E., & Wilson, G. S. (2003). Using emotional and social factors to predict student success. *Journal of College Student Development*, 44(1), 18-28.

**Year Published** 2003

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**First Author** Pritchard, Mary E.

- Qualitative**
- Lit Review**
- Other**
- Quantitative**
- Blended**

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

**Summary** This study looks at the impact of emotional state (depression, stress, perfectionism) on GPA and retention in college; it also assess social health's (membership in campus organizations, extraversion, alcohol use) impact on GPA and retention.

**Results** parent's educational background had a significant effect.

Stress and perfectionism impacted GPA

Self-esteem and fatigue influenced GPA.

Student's emotional health is related to GPA regardless of gender. Perfectionists more likely to have a high GPA. High levels of stress is related to lower GPAs...(also, Tross et al. 2000).

Emotional health relates to drop out...students wanting to drop out reported higher levels of fatigue and lower self-esteem.

Social health factors in this study did not predict intent to drop out, and overall, had less impact on student performance than emotional health. Students in academic honors organizations had

**Methodology** STATS: multiple regression, stepwise regression

Participants: 126 female and 92 male students of all classes from a private midwestern university.

**What is Missing** Implications: no single predictor for student success or retention! Address both emotional and social issues in colleges and universities.

Limitations: small, private school; findings do not indicate causal relationships; assessed only intent to drop out, not actual drop out rates.

**Miscellaneous:**

**ID** 24

**ERIC #** 0

**Class**

**APA Citation** Camara, W. J. & Echternacht, G. (2000). The SAT I and high school grades: Utility in predicting success in college. The College Board Research Notes, RN-10, 1-12. ...CHECK APA CITATION...

**Year Published** 2000

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**First Author** Camara, Wayne J.

- Qualitative**
- Quantitative**
- Lit Review**
- Blended**
- Other**

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

**Summary** Lit review of differing studies regarding the SAT and high school grades. Discusses the effect of high school grades and SAT on retention. Differences between gender and race are also raised.

**Results** SAT and high school grades combined are the best predictor of college graduation...retention!  
  
SAT correlates .30 with graduation, but overall graduation of a school rate is a better predictor for graduation than either SAT or high school grades.  
  
LOOK AT THIS ARTICLE FOR RESULTS!

**Methodology**

**What is Missing**

**Miscellaneous:**

**ID** 23

**ERIC #** 0

**Class**

**APA Citation** Constantine, M. G., Wilton, L., Gainor, K. A., & Lewis, E. L. (2002). Religious participation, spirituality, and coping among African American college students. *Journal of College Student Development*, 43(5), 605-613.

**First Author** Constantine, Madonna G.

- Qualitative**
- Lit Review**
- Other**
- Quantitative**
- Blended**

**Year Published** 0

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**Summary** This article looks at the religious participation, spirituality, Africultural coping styles, and religious problem-solving among African American college students. Religion and spirituality seem to be used, especially within the African American culture, as coping strategies to life's stressful events. It was hypothesized that religion and spirituality would be significant factors in the prediction of Africultural coping and religious problem-solving styles.

**Results** Higher levels of spirituality were found to be associated with "greater use of the Spiritual-Centered Africultural coping mechanisms and Collaborative and Deferring religious problem-solving styles" (610).  
  
Greater religious participation often showed lower use of the Self-Directing religious problem-solving styles.  
  
Higher levels of spirituality were connected with using fewer Cognitive/Emotional Debriefing coping mechanisms to deal with difficult life events or concerns.

**Methodology** Sample: 144 African American students from 3, large predominantly White universities in the mid-Atlantic and Northeastern parts of the U.S.  
  
Completed the Spirituality Scale (Jagers & Smith, 1996), the Africultural Coping Systems Inventory (ACSI) (Utsey et al., 2000), Religious Problem-Solving Scales--Short Form (RPSS-S) (Pargament et al., 1988), and a demographic questionnaire

**What is Missing** Implication: Some very religious and spiritual African American students may be less likely to see spiritual benefits of using active coping strategies like individual counseling. Using these may represent a lack of faith in the Creator to take care of things....So, counseling centers should offer outreach programs focusing on religion, spirituality, and mental health...linking mental health to religion; as counselors, do not minimize the importance of spirituality and religious matters.

**Miscellaneous:**

**ID** 22

**ERIC #** 0

**Class**

**APA Citation** Zheng, J. L., Saunders, K. P., Shelley II, M. C., & Whalen, D. F. (2002). Predictors of academic success for freshmen residence hall students. *Journal of College Student Development*, 43(2), 267-283.

**First Author** Zheng, J. Lily

- Qualitative**
- Lit Review**
- Other**
- Quantitative**
- Blended**

**Year Published** 2002

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**Summary** By using the Input-Environment-Outcome model, this research assesses the impact that students' background characteristics, precollege student attitude traits, and environmental factors as predictors of students' academic performance during their first year of college (apart from high school GPA). These variables are looked at apart from high school GPA and class rank. But, high school GPA is later placed into the statistics to see the amount of variance added.

**Results** Background variables that yielded significant results: gender, ethnicity, divorced or separated parents, and parental education...combined accounted for 6.2% of variance.

Attitudinal variables that yielded significant results: self-reported leadership ability, artistic ability, social ability, and emotional health, future activities factors of honor and change...16.4% of the variance in this step 2, in addition to the 6.2% of step 1.

Background factors not as important in student academic success as attitudinal factors or environmental factors!

Environmental factors that yielded sig. results: membership in a learning community, membership in the college of education and membership in the college of family and consumer services....only added 1.5% to the variance in the dependent variable.

**Methodology** SAMPLE: from midwestern land grant university of 26,000 students and 21,500 undergraduates. Sample included freshmen students who lived in a rez hall, completed the 1999 CIRP (Cooperative Institutional Research Program), and gave their SS# on the survey.

Limitations: The CIRP was given out at orientation, and ethnic minorities are less likely to attend...this means the data may not be representative.

**What is Missing** Limitations: study limited to one institution; many of the results came from the CIRP, which may be misrepresented because of self-reporting;

Suggestions: do long-term research for more than just a semester's worth of GPA; include extracurricular activities outside of rez hall or employment, community service, institution's setting...

**Miscellaneous:** When looking at background characteristics as a predictor of academic success, females and majority students have higher GPAs than men and minorities (279; 280).

**ID** 21

**ERIC #** 0

**Class**

**APA Citation** Schwartz, R. A., & Washington, C. M. (2002). Predicting academic performance and retention among African American freshmen men. NASPA Journal, 39(4), 354-370.

**First Author** Schwartz, R. A.

- Qualitative**
- Quantitative**
- Lit Review**
- Blended**
- Other**

**Year Published** 0

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**Summary** The study focuses on African American men's adjustment to college by assessing both cognitive and noncognitive variables. 229 African American men were surveyed at a predominantly African American, private, liberal arts college in the Southeast. Significant relationships were determined between high school grades, high school rank and noncognitive variables and students' academic performance and retention. Suggestions and implications are discussed.

**Results** "High school rank and high school GPA were the best predictors of academic performance. Attachment to the institution was also statistically significant in predicting academic achievement. Personal emotional adjustment was a significant predictor in one regression model for academic performance. Two variables, high school rank and social adjustment, were statistically significant in predicting retention."

**Methodology** **SAMPLE:** 229 African American freshmen at Bethel College in the Southeast. 590 total students were enrolled at the time of the study; 257 of them male...229 participated.  
  
**Instrument:** SACQ (1989): self report of adjustment to college on a 9-point scale; four sub-scales: academic adjustment, social adjustment, personal-emotional adjustment, and institutional adjustment.

**What is Missing** **Limitations:** Bethel's small and homogeneous population--reduces generalizability; What were the noncognitive surveys that were used...it is never mentioned!!!  
  
**Suggestions:** Use both cognitive and noncognitive variables to predict the academic success of African Americans. Research more using qualitative measures...I don't know if I agree...it was good to have an article that measured success in quantitative terms.

**Miscellaneous:** African American women are more likely to graduate and earn degrees than African American men (p. 355).  
High school GPA is a stronger predictor of academic performance than ACT...according to the lit review...(p. 355).

**ID** 20

**ERIC #** 0

**Class**

**APA Citation** Sutton, E. M., & Kimbrough, W. M. (2001). Trends in Black student involvement. NASPA Journal, 39(1), 30-40.

**Year Published** 2001

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**First Author** Sutton, E. Michael

- Qualitative**
- Quantitative**
- Lit Review**
- Blended**
- Other**

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

**Summary** The article assesses Black student involvement at PWIs, specifically in the comparison of Black Greek-letter organizations and Black non-Greeks. "Mattering" implies the dependence of others on us, and is an important concept for helping Blacks feel less alienated from campus. Fleming's 1984 study on Black student involvement at varying types of institutions is the foundation work of the study.

**Results** Majority (85%) of students saw themselves as leaders, but only 49.5% held formal positions.  
  
Minority student organizations are the primary area of involvement for Black students. 79% of the students attending PWIs were part of either Black Student Alliance or NAACP.  
  
Black students at PWIs who were Greek had higher GPAs than non-Greeks (3.03 compared to 2.86)  
  
Blacks attending PWIs more involved in Black student groups; students attending Predominantly Black institutions were more involved in student government or orientation or ambassadors.

**Methodology** **SAMPLE:** drawn from a study of Black student involvement, focusing on Greek membership; 405 students completed surveys...41% return rate; 96% of the 405 were usable.  
  
**INSTRUMENT:** Student Involvement and Leadership Scale; demographics were also collected including age, gender, academic satisfaction, and GPA.

**What is Missing** **Limitations:** majority of study was female participants (62.3%).  
**Implications:** Blacks may exhibit leadership skills through service in the community rather than school elected positions; Increase Black student participation in organizations that influence an institution's policy; Select diverse paraprofessional staff!; Train multicultural organizations to help students gain involvement in campus leadership.

**Miscellaneous:** Many students are involved in community based organizations instead of being involved on campus.

**ID** 19

**ERIC #** 0

**Class**

**APA Citation** Johnson-Newman, D., & Exum, H. A. (1999). Facilitating healthy ego development in African American female college students attending predominantly White universities. *NASPA Journal*, 36(1), 70-80.

**First Author** Johnson-Newman, Deborah

- Qualitative**  **Lit Review**  **Other**   
**Quantitative**  **Blended**

**Year Published** 1999

- Retention**   
**Satisfaction**   
**Academic Achievement**   
**Involvement**

- Religio**   
**High School Grades**   
**SAT**   
**Race**   
**Gender**   
**SES**

**Summary** The article reviews the emotional and developmental challenges that African American women attending PWIs face. As a way of dealing with the challenges, students' psychological growth should be a focus. Loevinger's theory of ego development is discussed and used as a model for a cognitive-developmental intervention for African American women in hopes of helping them develop more healthy understandings of themselves. The two-semester intervention is discussed in detail.

**Results** ISSUES FACING AFRICAN AMERICAN WOMEN AT PWIs: loneliness, isolation, fears about their competence, dating concerns, inadequate appearances, only African American student in their classes, few African American faculty, class materials may not include people of color, lean on dominant men (this does not seem to be the case when attending universities where African Americans are the majority)  
  
LOEVINGER's MODEL: Social cognition...level of cognitive ability to understand past, present, and future...ego is the master structure determining how a person responds to the environment...stages/milestones encountered through the environment(p. 74)...Young adults tend to be between Self-Protective and Conscientious stages...many are at Conformist and Conscientious-Conformist stages...

**Methodology** PROPOSED INTERVENTION: enhance the level of ego development of the participants...increase their understanding of themselves and their relationships...  
  
TWO-SEMESTER PROGRAM: first semester: small group interaction focusing on self-exploration and then helping the women gain communication skills to help lead sessions during second semester (there

**What is Missing** Implication: student affairs professionals should promote the psychological development and maturity of the African American female population...

**Miscellaneous:** This article has some shared aspects with the Rodriguez, et. Al article on Latina college students.

**ID** 18

**ERIC #** 0

**Class**

**APA Citation** Love, P., & Talbot, D. (1999). Defining spiritual development: A missing consideration for student affairs. *NASPA Journal*, 37(1), 361-375.

**Year Published** 1999

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**First Author** Love, Patrick

- Qualitative**
- Quantitative**
- Lit Review**
- Blended**
- Other**

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

**Summary** The concept of spirituality and spiritual development are discussed...the authors seek to lay a foundation for future research and study regarding college student spirituality. The authors point out the need for spirituality to be considered by student development theorists, give a definition of spirituality and spiritual development, look at and break down Maslow's (1971) and Chickering and Reisser's (1993) work in terms of spirituality, and give directives for future study.

**Results** Definition/Propositions to guide spirituality discussion:  
1. Spiritual development involves an internal process of seeking personal authenticity, genuineness, and wholeness as an aspect of identity development  
2. ...involves the process of continually transcending one's current locus of centrality.  
3. ...involves developing a greater connectedness to self and others through relationships and union with community.  
4. ...involves deriving meaning, purpose, and direction in one's life.  
5. ...involves an increasing openness to exploring a relationship with an intangible and pervasive power or essence that exists beyond human existence and rational human knowing.  
  
All five propositions are related to one another!

**Methodology** Assumptions of spirituality (according to the authors): innate part of human development, spiritual development and spirituality are interchangeable concepts representing a process with on ending, openness is a prerequisite

**What is Missing** Implications:  
1. Student affairs professionals need to reflect on their own spiritual journeys/development...how do they define meaning, purpose, direction...?  
2. Student affairs professionals need to be open to spiritual development issues in the lives of students.  
3. SAPs need to see that crises in the lives of students may have some spiritual aspect, or may be a spiritual crisis.  
4. SAPs need to have information available and training related to

**Miscellaneous:** The student affairs profession is based on the notion of holistic student development...which included spirituality!!! The concept is addressed in other fields including psychology, health, nursing...it must be brought further into student affairs (p. 362).

**ID** 17

**ERIC #** 0

**Class**

**APA Citation** Rodriguez, A. L., Guido-DiBrito, F., Torres, V., & Talbot, D. (2000). Latina college students: Issues and challenges for the 21st century. *NASPA Journal*, 37(3), 511-527.

**Year Published** 2000

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**First Author** Rodriguez, Adele Lozano

- Qualitative**
- Quantitative**
- Lit Review**
- Blended**
- Other**

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

**Summary** This article talks about the challenges and pressures facing Latina students in their quest for academic success. Some of the topics included in the discussion are the "labeling" of ethnic populations, the scarcity of literature exploring Latinas in student affairs literature, barriers specific to Latinas participating in higher education, characteristics/factors of high achieving Latina students, and varying strategies for both students and professionals to use in hopes of helping Latinas succeed in college.

**Results** BARRIERS TO LATINAS: SES ( unemployment, poverty level living, lowest percentage of students to graduate from high school-- in large part because the high schools are not financed properly); Cultural Stereotyping (undisciplined, fatalistic, irrational, passive, females are submissive and docile...); Under-Preparation (prep-classes...); Stress Factors (lack of financial resources, academic issues, family obligations/expectations, and gender-role stereotyping; Institutional Marginalization (Latinas feel separated from the college environment, face stereotyping and racism, sex-role conflicts from being in the academic realm, conflict between Latinas values and the values of the majority culture, ...).  
  
HIGH ACHIEVING LATINAS: have a supportive mother; come from non-authoritarian home; attend middle-class school; unmarried and no children; more "bicultural"

**Methodology**

**What is Missing** STRATEGIES FOR PROMOTING LATINA SUCCESS: Financial aid, have academic support system early on, have social/cultural support (peer group most significant, cultural centers...), have role models, have a climate that welcomes and values diversity

**Miscellaneous:**

**ID** 16

**ERIC #** 0

**Class**

**APA Citation** Fleming, J., & Garcia, N. (1998). Are standardized tests fair to African Americans? Predictive validity of the SAT in Black and White institutions. Journal of Higher Education, 69(5), 471-495.

**First Author** Fleming, Jacqueline

- Qualitative**  **Lit Review**  **Other**   
**Quantitative**  **Blended**

**Year Published** 1998

- Retention**   
**Satisfaction**   
**Academic Achievement**   
**Involvement**

- Religio**   
**High School Grades**   
**SAT**   
**Race**   
**Gender**   
**SES**

**Summary** The study looks at correlations of standardized tests and grades for black students at 7 predominantly black institutions and 8 predominantly white institutions. (Many other previous studies did not assess these variables in two different school environments.) The hypotheses of the research include the following: correlations will be higher for black students at predominantly black institutions; correlations will vary more for black students at PWIs; correlations for be higher for white students in comparison with black students at PWIs; no difference would exist between correlations comparing white students at white colleges and black students at black colleges.

**Results** GPA for white women was .585; GPA for black women was .322, which is significantly lower...variance is 25.2%  
  
GPA for senior white women was .648; GPA for senior black women was .300, which is significantly lower...variance is 33%  
  
Black freshmen males in black schools had higher correlational coefficients. For black freshmen males in PWIs, correlations were considerably more variable.  
  
Black freshmen females had high correlations at PWIs, which is better prediction!

**Methodology** Sample: student's from Fleming's 1984 study Blacks in College. Of the original 2, 979 students, 1774 students could be used because standardized test scores and transcripts were available.  
  
Stats: Correlation coefficients  
  
Limitations: ACT scores converted to SAT scores; few seniors in the study (213 total); pooling of course grades to make a

**What is Missing** Limitations: few seniors in the study (213 total); ACT scores converted to SAT scores; only looked at coefficients from recruited students; 72% freshmen, 28% seniors;

**Miscellaneous:** Possible problems of the SAT for blacks:  
1. Does the racial make-up of the college/university influence the predictive validity of the SAT for black (and white) students?  
2. Does the fact that white students accomplish better correlations on the test scores mean that the SAT/standardized tests are biased

**ID** 15

**ERIC #** 0

**Class**

**APA Citation** Brown, T. L. (2000). Gender differences in African American students' satisfaction with college. *Journal of College Student Development*, 41(5), 479-487.

**Year Published** 2000

**Religio**

**High School Grades**

**Retention**

**Satisfaction**

**Academic Achievement**

**Involvement**

**SAT**

**Race**

**Gender**

**SES**

**First Author** Brown, Tamara L.

**Qualitative**  **Lit Review**  **Other**

**Quantitative**  **Blended**

**Summary** In this article, African Americans' social support is assessed along with their college satisfaction. By researching African American students at a predominantly white institution, Brown uses Astin's Overall Satisfaction With College scale and the Brown Scale of College Social Support (developed for this study), to discover differences by gender and areas of social support as predictors for satisfaction.

Source and type of support are discussed.  
Types of support: emotional and instrumental

Sources of support: Outside of the university (home-based support) and support from within the university.

**Results** Students reported good support in all four areas.

Satisfaction with college associated with university based emotional and instrumental support, not home-based emotional and instrumental support.

Gender:  
Men--university based instrumental support associated with satisfaction.  
Women--university based instrumental and emotional support associated with satisfaction. Women more dissatisfied than men with the university when university based instrumental support was low.

Resource use: associated with university based instrumental support more than emotional support (for men). For women,

**Methodology** Sample: 269 students; 33% men and 67% women; first and third year students; no compensation given; 45% return rate of questionnaire.

Stats: zero-order correlations. Multiple regression.

**What is Missing** Limitations: cross-sectional design--can't infer causality; only looked at two types of sources and support;

Implications: home and college continuity appears to be more significant for women than for men. But, support from outside of the college was not associated with satisfaction for men or women (this goes against a lot of other research).

**Miscellaneous:** African American men generally leave school due to academic dismissal, but African American women leave voluntarily (Hood)...compare this with Fleming.

**ID** 14

**ERIC #** 0

**Class**

**APA Citation** Loo, C. M., & Rolison, G. (1986). Alienation of ethnic minority students at a predominantly White university. *Journal of Higher Education*, 57(1), 58-77.

**Year Published** 1986

**Religio**

**High School Grades**

**Retention**

**Satisfaction**

**Academic Achievement**

**Involvement**

**SAT**

**Race**

**Gender**

**SES**

**First Author** Loo, Chalsa M.

**Qualitative**  **Lit Review**  **Other**

**Quantitative**  **Blended**

**Summary** By researching students at a predominantly white, upper-class public university of approximately 6,000 students, this article seeks to find the "extent and nature of sociocultural alienation and academic satisfaction among ethnic minority students" and "to determine whether the alienation and satisfaction of minority students differed significantly from that of white students" and "to assess similarities and differences in the attitudes of white and minority students". Some of the hypothesized problems facing minority students included higher dropout rates, lower high school academic preparation, lower SES, and greater feelings of alienation at PWIs. The authors based their research in large part on Tinto's understanding of the university including two subsystems: academic and social.

**Results** Sociocultural alienation for minorities is greater than for whites.  
Sociocultural alienation on the campus did not affect the academic satisfaction of students.  
Academic alienation of Blacks and Chicanos was due to "culture shock"...the students encountered when entering an environment full of people from different backgrounds.  
White students saw ethnic clustering negatively, "racial segregation". Minorities valued ethnic clustering as a crucial support!  
Whites and minorities differ in their views of the academic difficulties facing minorities...minorities feel they face more difficulties than whites think they do.

**Methodology** Sample: students from a school modeled after the Oxford university model...small, isolated colleges; one college had reputation for being committed to ethnic diversity; low proportion of minorities at the college is not reflective of the minorities in the state population.

1982; SPSS used for random sampling; 163 students; 76% minority; 33% white

**What is Missing** Limitation: sample of the school is not consistent with the CA state population. Results not generalizable to the rest of the campus population.  
Attitudes of the White students in this study were different than the general attitudes of white students nationally.

**Miscellaneous:** "Ivory Tower" is talked about negatively! Institutions need to be more of a "mirror", reflecting the diversity of the campus!...good quote on page 73.

**ID** 13

**ERIC #** 0

**Class**

**APA Citation** Hernandez, J. C. (2000). Understanding the retention of Latino college students. Journal of College Student Development, 41(6), 575-588.

**Year Published** 2000

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**First Author** Hernandez, John C.

- Qualitative**
- Quantitative**
- Lit Review**
- Blended**
- Other**

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

**Summary** The author looks into the issues surrounding the retention of Latino students in higher education. Qualitative research is used to assess Latino students' experiences in higher education--including their persistence/retention. Interviews were conducted in 3 phases: orientation/overview, focused exploration (interview, guided imagery tour), and member checks and closure (group activity).

**Results** 11 major themes: I want to do it; the family; friends and peers; faculty and staff; cocurricular involvement; finding a Latino community; money matters; I'm going to make it within the environment; environment equals people; personal experiences shape the perceptions of the physical environment; involvement as a way to break down the environment  
  
Core value in retention: I want to do it!  
  
Participants did not generalize negative experiences in their environment to their whole experience.

**Methodology** Sample: 10 Latino students (5 male, 5 female); four graduates of college, 6 seniors  
  
Interviews happened during Spring 1998 at a "large public mid-Atlantic research university".  
  
Stats: Interviews; Used Constant Comparative Method to unitize and categorize data from the interviews. (produced 43 categories; 11 categories were relevant to the study's

**What is Missing** Limitations: only 7 of the 10 participants participated in the final follow-up group activity .  
  
Suggestions: engage parents in programs that help them become aware of and knowledgeable about the school and higher education; create parent orientation programs; encourage faculty-student interaction outside of the classroom; get students involved in co-curricular activities--integration is crucial!; don't overlook community involvement of students

**Miscellaneous:** balance is needed to recognize student's role as student and adult...

**ID** 12

**ERIC #** 0

**Class**

**APA Citation** MacKay, K. A., & Kuh, G. D., (1994). A comparison of student effort and educational gains of Caucasian and African-American students at predominantly White colleges and universities. Journal of College Student Development, 35(3), 217-233.

**Year Published** 1994

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**First Author** MacKay, Kathleen A.

- Qualitative**
- Lit Review**
- Other**
- Quantitative**
- Blended**

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

**Summary** The article discusses similarities and differences in the relationships between student effort and educational progress. Generally, the more effort given, the more students both learn academically and grow personally. Involvement is also related to satisfaction and persistence in school. The purpose of the research was to look at differences in the involvement patterns of White and Black students at predominantly White institutions in relationship with academic gains. The authors looked at varying questions including: is the effort put forth by Whites and Blacks the same? Do the types of activities and involvement Whites and Blacks participate in contribute differently to their academic learning and personal growth?

**Results** Student learning and individual growth are very related to the amount of effort put forth, which is true for both Whites and Blacks. Levels of involvement for both Whites and Blacks were comparable! (agrees with DeSousa and King, 1992, but most other literature notes otherwise!) Peer interaction is crucial to the learning and individual development for both Whites and Blacks. Effort directed to academic activities (QEACAD) was related to gains on 3 factors for Black students, but only one factor for White students. Groups and facilities (QEGRPFAC) was related to gains for White students in two areas, but not any areas for Blacks.

**Methodology** Sample: 191 Caucasians (73 men, 122 women) & 175 African Americans (44 men, 127 women); most 22 years or younger (88.5%); taken from the CSEQ database; Instrument: The College Student Experiences Questionnaire (CSEQ); College Activities Scale included 14 scales to measure effort; Estimate of Gains Scalse included 21 items in which students rate the academic progress.

**What is Missing** Limitations: only a 38% response rate for the CSEQ; more students who are involved on campus will take the questionnaire than those who are not involved; Does not measure all experiences contributing to student learning; the PWI's used in the study are known for promoting student involvement; the CSEQ originally designed for Caucasians...may have biases. Implications: look at differences in relationships of involvement and gains at Predominantly Black institutions!: Study the relationships

**Miscellaneous:** Compare with articles talking about the lack of involvement of Blacks at PWIs!

**ID** 11

**ERIC #** 0

**Class**

**APA Citation** Pascarella, E. T., & Terenzini, P. T. (1983). Predicting voluntary freshman year persistence/withdrawal behavior in a residential university: A path analysis validation of Tinto's model. *Journal of Educational Psychology*, 75(2), 215-226.

**First Author** Pascarella, E. T.

- Qualitative**
- Lit Review**
- Other**
- Quantitative**
- Blended**

**Year Published** 1983

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**Summary** This article discusses Tinto's model of student persistence and withdrawal. The authors have two purposes: 1. Provide and show the validity of Tinto's model of voluntary withdrawal and 2. Test Tinto's hypothesis of "compensatory interactions between social and academic integration and between institutional and goal commitment".

**Results** Background characteristics and initial commitments do not significantly effect persistence. Experiences after arriving at campus are more important and significant.

Academic integration directly effected goal commitment, which effected persistence.

Social integration directly effected institutional commitment, which directly effected persistence. Academic integration also directly influenced institutional commitment.

Gender differences: initial goal commitment was greater and more defined for women than for men. For women, this initial goal commitment directly influenced social integration and persistence. More indirect effects for men. Social integration has a greater direct influence on female persistence than academic integration.

**Methodology** Sample: 773 freshmen representative of the population from which they were taken. Questionnaires given at two different times--first to an incoming class at a university in New York--second--a follow-up questionnaire of their 1st year experience (randomly, chosen by computer); after all steps completed, 773 responses could be used (53.1% of possible)

Stats: Path analysis and discriminat analysis; alpha reliability and factor loading of items on analysis

**What is Missing** Limitation: Single-institution studied; only 53.1% of total possible respondents started with could be used for the study; definition of withdrawal (could not tell the difference between transfers and total withdrawal from higher ed);

Recommendation: study more gender differences in persistence. Study transfer vs. total withdrawal behaviors.

**Miscellaneous:** Use in comparison with Barbara Munro's article.

**ID** 10

**ERIC #** 0

**Class**

**APA Citation** Munro, B. H. (1981). Dropouts from higher education: Path analysis of a national sample. American Educational Research Journal, Summer 1981, 18(2), 133-141.

**Year Published** 1981

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**First Author** Munro, Barbara Hazard

- Qualitative**
- Lit Review**
- Other**
- Quantitative**
- Blended**

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

**Summary** The author seeks to evaluate Tinto's model of college dropout by looking at pre-college characteristics of students, integration of the students into the college's academic environment, and integration of the student into the college's social environment. The study defines differing categories of dropout including persistence in the institution (stay or withdraw from the given institution) and persistence in higher education (stay in or withdraw from higher education), and looks at those who persist in comparison with those who withdraw.

**Results** Effects of SES, ethnicity, and sex on persistence in higher education are indirect. (supports Pascarella & Terenzini, 1983)

High school academic performance is a better predictor of college performance than a measured aptitude.

Educational aspirations of the students and parents had the greatest effect on students' educational goal commitment. Parental aspirations had the overall greatest effect on educational aspirations of students.

\*\*\* Academic integration into the institution had a strong effect on the persistence of the students. Social integration into the institution was found to have NO significant effect on persistence. (Differs from Pascarella & Terenzini, 1983).

**Methodology** Sample: National Longitudinal Study of the 1972 high school class; 6, 018 subjects...students entering 4-year institutions on a full-time basis for the fall of 1972.

Stats: multiple regressions; path analysis

**What is Missing** Limitations: not much discussion about findings;

Recommendations: look into more of the social dynamics of the integration into the institution.

**Miscellaneous:**

**ID** 9

**ERIC #** 0

**Class**

**APA Citation** Lee, J. J. (2002). Religion and college attendance: Change among students. The Review of Higher Education, 25(4), 369-384.

**Year Published** 2002

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**First Author** Lee, Jenny, J.

- Qualitative**
- Quantitative**
- Lit Review**
- Blended**
- Other**

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

**Summary** This study investigates the changes in college students religious beliefs and convictions due to their college experiences. Previous literature found that college students generally have a decline in religious activity and that many college students tend to become religiously disaffiliated. The study at hand hypothesized the following: 1. "Students will experience a decline in religious beliefs and convictions" 2. "The characteristics and experiences identified in earlier profiles of the disaffiliated (e.g. being liberal and unhappy) would also appear among college students who disaffiliated. 3. "Greater involvement in diversity-related experiences would be strongly associated with weakened religious beliefs"

**Results** Most students went through a change in religious beliefs and convictions since entering college: 1/3 reported stronger religious beliefs and convictions; 13.7% reported a weakening in religious beliefs and convictions (diff. than hypothesis suggested); 48% did not report any change.

The peer mean accounted for 50% of the variance in changes of religious convictions; this supports previous findings showing strong peer influence.

Marriage is a predictor for strengthened religious convictions.

Attending religious services is highly influential in strengthening religious convictions.

Liberal views = association with weaker religious convictions.

**Methodology** Sample: 4, 000 students attending 76 4-year institutions in the U.S.; the sample of students was taken from a 1994 Freshman Survey and 1998 College Student Survey assessed by the Higher Education Research Institute (HERI) for the Cooperative Institutional Research Program (CIRP) at the University of CA, Los Angeles; longitudinal database for the same cohort of students.

*State: dependent variable: self-rated change in religious*

**What is Missing** Limitations: no pretest question that determined self-rated perceptions of religious convictions; finding the predictors of the outcome variable was very limited (attending religious services had an R-square of .27, which is what most of the outcome variable was attributed to).

Recommendations: measure self-ratings of religious beliefs/convictions throughout all college years, not just senior year; explore religious change in a qualitative study. Look into how

**Miscellaneous:** This challenges previous research because 1/3 of the students beliefs were strengthened and 48% remained the same!

Religious behaviors lead to religious convictions!

**ID** 8

**ERIC #** 0

**Class**

**APA Citation** Fleming, J. (2002). Who will succeed in college? When the SAT predicts Black students' performance. The Review of Higher Education, 25(3), 281-296.

**Year Published** 2002

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**First Author** Fleming, Jacqueline

- Qualitative**
- Quantitative**
- Lit Review**
- Blended**
- Other**

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

**Summary** The article investigates the influence and consequences of the SAT for student success in college, particularly the difference for White and Black students. SAT scores usually have a little bit higher predictive validity for White students than for Black students, but the difference is only 1.8% (at White colleges). The difference is 9.7%, in favor of Black students, at Black colleges.

The SAT is a better predictor of success for Black students attending historically Black colleges and universities. Specifically, the predictive validity of the SAT was best for Black males attending Black colleges. The predictive validity of the SAT did not change for Black females based on the type of institution. BUT, THE COLLEGE ENVIRONMENT MAKES A HUGE DIFFERENCE, especially for Black males!

**Results** Higher SAT scores correlated more strongly with psychosocial correlates rather than academic correlates. High SAT scores for students in Black colleges were linked with higher academic adjustment.

High SAT scores could mean the following: "having an intellectual identity, if not a strong Black identity, being focused on both positive and negative academic adjustment issues, being better academic performers, and having backgrounds richer in educational advantages" (384)

Greater occurrence of psychosocial correlates of the SAT at White institutions may interfere with the academic performance of Black students at these institutions.

BLACKS MUST BE ABLE TO FOCUS ON

**Methodology** Sample: 15 colleges used; 7 historically Black institutions; 8 historically White institutions; freshmen and seniors used; 1,485 total...746 Black students in Black schools...739 Black students in White schools. (used the dataset from Fleming's 1984 study, Blacks in College)

Looked at the consequences of SAT for college adjustment in terms of academic performance, math and verbal performance, adjustment measures, psychosocial adjustment

**What is Missing** Limitations: used a previous study's research sample;

**Miscellaneous:** Look into more about the SAT not being that unequal of a predictor for Black and White students???

**ID** 7

**ERIC #** 0

**Class**

**APA Citation** Tross, S. A., Harper, J. P., Osher, L. W., & Kneidinger, L. M., (2000). Not just the usual cast of characteristics: Using personality to predict college performance and retention. Journal of College Student Development, 41(3), 323-334.

**Year Published** 2000

**Religio**

**High School Grades**

**SAT**

**Race**

**Gender**

**SES**

**First Author** Tross, Stuart, A.

**Qualitative**  **Lit Review**  **Other**

**Quantitative**  **Blended**

**Retention**

**Satisfaction**

**Academic Achievement**

**Involvement**

**Summary** The writers research how personality characteristics (including achievement, conscientiousness, and resiliency), high school GPA, and the SAT predict college GPA and retention. 25% of the variance in college freshmen GPA is accounted for by the total SAT score and high school GPA; this leaves 75% unaccounted for. Past research has shown that personality characteristics do have predictive value. The hypotheses included: 1. Achievement, conscientiousness, and resiliency would predict college GPA. 2. Achievement, conscientiousness, and resiliency would both directly and indirectly impact college retention because of their impact on college performance. Both hypotheses also included high school GPA and SAT score in the analyses.

**Results** Conscientiousness more predictive of college GPA (.50) than high school GPA (.30). High school GPA, total SAT score, and conscientiousness accounted for 36% of the variance in college GPA. Conscientiousness definitely is a predictor of college GPA, but the other two personality variables did not score significantly in the further steps of the regression analysis.

Conscientiousness also was the only variable that impacted retention both directly and indirectly through college GPA. (328)

**Methodology** Sample: "844 first-year students at a large, public, urban Southeastern university who were enrolled in multiple sections of a psychology course..." (325); 70.5% male, 84.6% White, 6.6% Asian, 3.9% African American, 1.8% Hispanic/Latin American, .2% Native American; 2.9% no ethnic group.

Test Used: College Adjustment Inventory (CAI); measured the 3 personality variables; 6-point likert scale; high school GPA and Total SAT score were variables added into the overall

**What is Missing** Recommendations: study if the importance of conscientiousness increases when the criterion being measured is actual job performance instead of college GPA.

Implications: develop current students in their levels of conscientiousness; invest in resources to increase behaviors exhibited by conscientious people; teach and help students with conscientiousness prior to entering college.

**Miscellaneous:** Achievement is "the tendency to strive for competence in one's work, to improve on one's past performance, to succeed". Conscientiousness is "the tendency to carry out tasks in a careful manner, until their completion". Resiliency is "the tendency to demonstrate commitment to a course of action when challenged, remain calm and emotionally stable when faced with unexpected circumstances, and rebound when faced

**ID** 6

**ERIC #** 0

**Class**

**APA Citation** Schwitzer, A. M., Griffin, O. T., Ancis, J. R., & Thomas, C. R. (1999). Social adjustment experiences of African American college students.

**Year Published** 1999

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**First Author** Schwitzer, Alan M.

- Qualitative**
- Quantitative**
- Lit Review**
- Blended**
- Other**

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

**Summary** The authors interview African American students to learn about their social climate experiences at predominantly White institutions. The literature notes that one of the important aspects for African American students in school is the quality of their relationships with peers, faculty, and administrators. They also need to learn how to effectively deal with racism. In their research study, focus groups were used to assess the African American college student's experience. Specifically, the focus groups discussed the overall social climate on the campus and what students' specific experiences were in classrooms and with faculty.

**Results** A Descriptive Model of African American College Student Social Adjustment:  
1. Sense of underrepresentedness  
2. Direct perceptions of racism  
3. Hurdle of approaching faculty  
4. Effects of faculty familiarity  
African Americans tend to perceive predominantly White institutions as more hostile. Their sense of underrepresentedness seems to surprise African Americans when they enter school...may have unrealistically high expectations.

**Methodology** Sample: 4th year college seniors; 22 total--13 women and 9 men; received class credit for their participation in the study; all lived on campus for at least a year; all had taken classes in several academic departments.  
Stats: Focus groups; 3 stimulus questions; large group focus groups; groups with 2 participants, 5 White members, and 2 facilitators (male/female; Black/White). Reliability and credibility existed.

**What is Missing** Limitations: small group of students--motivated to complete the project for class credit; sample was predominantly female; the interview questions/structure may have influenced responses.  
Implications: have counseling centers participate in prevention and reach out to African American students. Help African American students become more comfortable with initiating faculty relationships. Give workshops for rez hall staff to help them understand the needs of the African American population.

**Miscellaneous:** Findings were consistent with current literature.  
In future, study students at different points in their college careers...different classes experiences. Look at students from various institutions.

**ID** 5

**ERIC #** 0

**Class**

**APA Citation** St. John, E. P., Hu, S., Simmons, A. B., & Musoba, G. D. (2001). Aptitude vs. merit: What matters in persistence. *The Review of Higher Education*, 24(2), 131-152.

**Year Published** 2001

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**First Author** St. John, Edward P.

- Qualitative**
- Quantitative**
- Lit Review**
- Blended**
- Other**

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

**Summary** The article looks at how both the SAT and the merit-aware index impact the persistence of first-year students. The literature review talks about racial preferences in terms of recent court cases and decisions; it seems the growing desire is for diversity to continue in higher education, but without the need to use racial preferences. Merit measures are also discussed for both their positive and negative impacts. The study compares the implications of within-year persistence of the predictive value of the SAT and the merit-aware index.

**Results** SAT: looked at as a sole factor, the SAT had little affect on persistence. SAT scores positively correlated with persistence. First year college grades predicted persistence much more than SAT score. R2 increased substantially when grades were added along with SAT. Minorities persist at the same rate!...ethnicity not statistically significant!

THE MERIT-AWARE INDEX: a reliable source for determining persistence. Predicts college persistence about as well as SAT.

**Methodology** Sample: random; 1997-1998 full-time freshmen enrolled in Indiana's public higher education system.

Step 1: Find Merit-Aware Index: found SAT for each student's high school (calculated by averaging the score of all students at a high school who attended public higher ed); the merit index was calculated by subtracting the average SAT score from the given high school fro the student's SAT score.

**What is Missing** Limitations: use policy -oriented model of persistence rather an institutional-fit model, does not include measures of social integration, did not include cases with missing variables, does not include high school grades or other forms of precolligate merit.

Recommendations: Use alternative measures of merit other than the SAT in admissions that do not show racial preferences. Using the merit-aware index will add to the diversity of campuses. Possibly. use a similar svstem to award financial aid and or other

**Miscellaneous:** Using merit-aware index may be useful overall. But, it may not allow for minority students at some suburban schools to succeed. Why? Because their SAT scores may be higher than the national average, but lower than the average at their school.

**ID** 4

**ERIC #** 0

**Class**

**APA Citation** Leppel, K. (2002). Similarities and differences in the college persistence of men and women. The Review of Higher Education, 25(4), 433-450.

**Year Published** 2002

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**First Author** Leppel, Karen

- Qualitative**
- Quantitative**
- Lit Review**
- Blended**
- Other**

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

**Summary** Leppel looks into the reasons for college persistence and the factors influencing college persistence and academic performance. Integration into a campus, age, race, finances, employment, outside support, family duties, satisfaction, goal commitment, stress, marital status, and young children are all factors influencing the persistence and academic achievement of men and women in college. This article assesses these factors for both men and women, and compares how they influence both groups.

**Results** Age, marriage, and hours employed negatively impact both men's and women's persistence. Family income, (predicted) GPA, and being Asian positively influence both men's and women's persistence. Higher integration into the college experience positively influences both men's and women's persistence. Marriage negatively influences persistence for both men and women. Children are a strong motivator of persistence for women, but not for men. Older men persist less than older women, though older age lowers persistence rates for both groups. Persistence for Black men is lower than White men by .09%. The persistence for Black women is higher than White women by more than 3%.

**Methodology** Instrument used: 1990 survey of Beginning Postsecondary Students (BPS), conducted by the National Center for Education Statistics of the U.S. Department of Education.  
  
Sample: 2, 647 men and 2, 737 women  
  
Leppel used the results from the above inventory to assess the above mentioned factors in persistence of men and women

**What is Missing** Limitations: this study's results are estimations and predictions from an earlier study.

**Miscellaneous:**

**ID** 3

**ERIC #** 0

**Class**

**APA Citation** Strage, A., Baba, Y., Millner, S., Scharberg, M., Walker, E., Williamson, R., & Yoder, M. (2002). What every student affairs professional should know: Student study activities and beliefs associated with academic success. *Journal of College Student Development*, 43(2), 246-266.

**Year Published** 2002

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**First Author** Strage, Amy

- Qualitative**
- Lit Review**
- Other**
- Quantitative**
- Blended**

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

**Summary** The article assesses the academic success of students in terms of GPA, Perseverance, Task Involvement, and Teacher Rapport. The "mastery orientation" of students is looked at; students who are mastery oriented are able to focus and persist when facing challenges (p. 248). To understand the above variables, it is important to look at students' motivations behind learning as well as barriers they face. Questions assessed are as follows: who is succeeding academically and who is struggling? What expectations, beliefs and study behaviors differentiate students who are doing well from those who are not? The authors want to give an understanding of students who are doing well and why they are doing well. They also want to describe the challenges facing students who do not succeed academically.

**Results** WHO IS SUCCEEDING?  
  
Age: older students (23 and above) earned higher grades and had more "mastery orientation"  
  
Ethnicity: For all but perseverance index, White students earned higher GPAs than African American, Chinese, Japanese, Korean, and Hispanic students; Whites were more task involved than Asians and Mexican-Hispanic students; Whites had better teacher rapport than Chinese, Japanese, Korean, Vietnamese, Cambodian, or Laasian students.  
  
English Fluency: For all indexes of mastery orientation, students with "excellent" English proficiency did better than those with "good" or "fair" English skills. Students see their communication skills as greater than the personnel!

**Methodology** Sample: 1, 379 students were used; 1/3 male; 1/3 underclassmen; mixture of majors; 1/2 traditional college age; representative of the campus.  
  
Procedure: surveys handed out in class over a time frame of 2 weeks; 96 item survey; 21 mult. Choice about family background and general information; 69 5-point likert-type scale questions; the 69 questions measured perseverance, task involvement, and teacher rapport. High scores = mastery

**What is Missing** Implications: Researchers and personnel need to recognize that that the diversity of how students learn exists; personnel should assess student needs. The four scales are not predictors for all...don't confuse mastery for learned helplessness. Give students opportunities to learn by self-directed approaches. Give advice and mentoring to students assesing their strengths and resources.

**Miscellaneous:**

**ID** 2

**ERIC #** 0

**Class**

**APA Citation** Love, P. G. (2002). Comparing spiritual development and cognitive development. Journal of College Student Development, 43(3), 357-373.

**Year Published** 2002

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**First Author** Love, Patrick G.

- Qualitative**
- Quantitative**
- Lit Review**
- Blended**
- Other**

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

**Summary** The article first differentiates between religion and spirituality. Love then looks at Parks, Fowler, and Helminak's models of faith development in comparison with cognitive theories by Baxter-Magolda, Perry, Piaget, Erikson, Kohlbert, Gilligan, and Kegan. Similarities between spiritual and cognitive development theories are noted. Spiritual development theories build the impact of social and cultural environment into their structure.

**Results** All three spiritual development theories look at the role of social and cultural influence on faith; "mentoring communities" (Parks, 2000).

**Methodology** Research comparison, not a statistical study.

**What is Missing** Implications: Student affairs professionals should look at their personal spiritual development. Spiritual development is different from religious practice. Enhancing cognitive development will most likely also create opportunities for spiritual development. Create mentoring communities.  
  
Implications for research: Continue to look at places where cognitive and spiritual development theories overlap. Look at faith development within the framework of culture.

**Miscellaneous:** Good chart comparing spiritual development and cognitive development theories (page 371).

**ID** 1

**ERIC #** 0

**Class**

**APA Citation** Lee, J. J. (2002). Changing worlds, changing selves: The experience of the religious self among Catholic collegians. *Journal of College Student Development*, 43(3), 341-356.

**Year Published** 2002

- Religio**
- High School Grades**
- SAT**
- Race**
- Gender**
- SES**

**First Author** Lee, Jenny J.

- Qualitative**
- Quantitative**
- Lit Review**
- Blended**
- Other**

- Retention**
- Satisfaction**
- Academic Achievement**
- Involvement**

**Summary** The author interviewed four UCLA college students from ethnically diverse backgrounds regarding their religious progress throughout college. All of the students were raised Catholic. Two main influencing factors were assessed in looking at religious progress: social and academic communities.

One of the leading factors in religious decline is college attendance (Roof & Hadaway, 1988; Lee, in press). Religion provides structure for morals, values, and purpose (Lee, 341). The self is constructed and influenced by culture; religion is also influenced by culture (Cushman, 1995). Fowler's six stages of faith development are mentioned. Parks and Berger's assessments on pluralism are also discussed. Parks believes that as people encounter pluralism, they gain greater appreciation for their beliefs (2000). Berger finds that people may turn away from their beliefs when faced with pluralism (1973).

**Results** Participants' focused on their social and academic communities. Social: Participants' seemed to become less sure about their prior religious beliefs; felt like they could not defend their beliefs to non-Catholics. Academic: Participants created active learning environments by taking classes that challenged their belief systems. Learned validity for other religions. Self was the agent of change in college--active participation! Became very subjective in their views both through social and academic settings. 3 participants viewed their religious growth as progressive and positive. 1 viewed it negatively.

**Methodology** Interviewees: four UCLA students from ethnically diverse backgrounds; all raised Catholic.

Statistics used: 3 sets of in-depth interviews and narrative inquiry.

**What is Missing** Limitations: Only 4 students interviewed. Only Catholic students interviewed.

Recommendations: Create environments that support students' incoming religious views, have faculty challenge and encourage students to explore spiritually/religiously, and provide more programs to assist students in their religious pursuits.

**Miscellaneous:** may be interesting to compare students religious formation among varying religions...do some hold more than others?